

Assignment: Final Project for EDC 102

Introduction

Our final project of the course provides you with an opportunity to deepen your understanding around a particular issue related to American public education and subsequently help the rest of the class appreciate the issues involved as well.

For this project, you will work in a team of five students to complete two different project components, an online background research summary and an in-class lesson on your team's issue. The background research consists of a collection of article citations and summaries dealing questions related to your issue. As a team, you will decide on five research questions that are related to your issue, and each team member will locate and summarize five articles related to one of these questions. The team's background research page will combine these summaries to form a collection of articles around the original issue. Each individual's research as well as the team's background research page will be posted in our wikispace to serve as a resource for class members as well as for future education students at URI.

The second component of this project is a series of in-class activities to help us understand what you have learned about your issue and how it affects schools. Your team will have one class period to lead us in these activities. These activities should engage us, and can include Powerpoint presentations, large and small group discussion, games, skits, you name it. (You're the teachers!).

Instructions

Part 1: Background Research

Each team should complete their background research and represent their results on URITeacherKnowledge by Wednesday, November 28. Each team's Background Research page should be linked to the EDC 102 Final Project Page and should be created using the template "EDC 102 Fnl Prj Team Page." Each team member should complete his or her background research on a page created from the "EDC 102 Fnl Proj Student Research" template. Each person should follow the instructions on the template page and link to his or her team's page.

Each researcher should include the following types of articles to investigate their research question:

- a. Two (preferably opposing) editorials or opinion essays.
- b. One analysis article from a magazine such as Newsweek, Time, or reputable newspaper such as the NYTimes.
- c. One article from a scholarly or professional journal, such as Educational Leadership, The Science Teacher, etc.
- d. One summary article such as an ERIC Digest.

For **each article**, you should include the following:

- a. Its citation in APA style. (Remember to use www.citationmachine.net)
- b. A paragraph that summarizes the article
- c. A paragraph that presents your reaction to the article.

Part 1 of the project will be evaluated based on its completeness and overall quality.

Part 2:

As your team is completing its background research, you should meet often to decide **what** is important to share and **how** you will engage the class so that we learn what you think is important. The remaining class time is available for your work, but you may also need to meet outside of class. Your goal should be to push us beyond a “common sense” understanding of your issue.

You will present your lesson during one of the last six class sessions. Because time is short, there will be a sliding extra credit award for teams that decide to present earlier rather than later. Your group can sign up for a presentation time online on the Final Project Page.

Part 2 will be evaluated on how effective it informs and engages the class.